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ABSTRACT

This study was conducted primarily to provide feedback to the professional staff about the student strike of May 1970 and its implications for the student teaching program. It examined the following questions: 1) What general factors were considered important in making a career decision brought about by social unrest? 2) What was the rationale on which the decisions were based? 3) What was the nature of the conflict experiences in arriving at the decision? The subjects were in the last month of their student teaching field experience at the time of the strike and 101 of the 151 involved responded to the questionnaire. Responses showed little evidence that the subjects acted in accordance with the values of the new culture. All but three continued their teaching and the group generally was guided by occupational success motives and the punitive nature of their supervisors. The sample was clearly oriented toward job security, much like those who now make up the teaching group in America. The study shows that the "system" is not very receptive to the neophyte who wants to take an unpopular position based on his values. Recommendations are 1) the establishment of a student teaching committee to develop programs reflecting the concerns of all participants; 2) the development of an internship program where the student is responsible solely to the school system; 3) the creation of a contractual agreement specifying the student teacher's responsibilities; and 4) the continuation of situations providing role conflict as a learning experience. (MBM)

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STUDENT STRIKE: AN EDUCATIONAL CAREER DECISION FOR STUDENT TEACHERS

BY

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TEACHER EDUCATION RESEARCH CENTER

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FOREWORD

This study, Student Strike: An Educational Career Decision for Student Teachers, was conducted primarily to provide feedback to the SUNY at Fredonia professional staff concerning an incident which has ramifications for the student teaching program. The student teachers' responses may prove to be useful to those who wish to consider this information when making future decisions regarding similar situations.

The study was supported by the Teacher Education Research Center and the Department of Education at SUNY at Fredonia. The study is also in line with the continuing inquiry into problems and practices of induction of beginning teachers which the Teacher Education Research Center has undertaken as a major programmatic endeavor.

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The Problem

The teacher's position in the American social structure has been described as middle-class and upward mobile. Teachers' middle-classness is manifested in terms of their values and their socio-economic standing.[1] Relatively small but personally significant socio-economic gains have contributed to the intensity with which most teachers believe that the social order in America is fundamentally just. They believe deeply in the importance of hard work and success, and in the importance of a deep, abiding pride in America.[2]

This description of teachers is based upon the occupational group as it is currently constituted. It has been established that teachers have formerly been moderate in their life style, relatively uninvolved in the political structure, often parochial in their intellectual endeavors, and yet respected as "salt of the earth" members of American society.[3] However, these data may not account for or represent the values and actions of those now aspiring to teaching as their chosen profession.

In contrast to the youth of a decade ago, more of today's young people are challenging traditional middle-class values. It is evident that we now have, to some extent, a different kind of "cat" attending our colleges and universities. Some degree of student unrest has been experienced on most campuses throughout the nation; growing in intensity with continued American military involvement in the Southeast Asian War. However, the different values held by youth seem to be much more pervasive than the "war involvement issue," per se. It is said that there is a

new culture impinging upon the "old" American value system. For example, the "new culture" is less oriented toward occupational success and more oriented toward greater societal issues. When forced to choose, the new culture tends to give preference to personal rights over property rights, human needs over technological requirements, cooperation over competition, sexuality over violence, ends over means, personal expression over social reforms, and gratification over striving.[4] There also has been greater overlapping of the sex roles in modern American society; thus, the new culture tends to show less disparity between career motivation of the sexes.

Another factor which may affect the career outlook of future teachers stems from the current supply and demand ratio in education. Its equalization trend has increased schools' prerogatives for choosing whom they "want" for various positions. In any instance, those who now comprise the teaching ranks are generally success oriented and strive to move upward in terms of socio-economic status.

The new culture necessarily has an affect on the career orientations of those who adhere to its value structure. Therefore, if the new culture has been inculcated, in part or in toto, by students presently involved in a college teacher training program, one might expect career decisions to be weighted to some degree by factors linked with changing the system as well as those linked with getting a job, getting into the system and being "successful."

To what extent do ideas of "changing the system" affect the career decision-making of students now aspiring to teaching positions?

The Situation

The occasion for studying a career decision incident, involving today's education students, came about in May 1970, when students at State University of New York at Fredonia went on strike as a gesture of indignation over U.S. military involvement in Southeast Asia. The military involvement also had precipitated student demonstrations elsewhere, leading to the killing of four Kent State University students by State of Ohio National Guardsmen. The strike shortened the school year at SUNY at Fredonia approximately two weeks.

Owing to the nature of the situation, SUNY at Fredonia officials decided not to penalize the students for striking. Faculty members were encouraged to help students finish course requirements; some faculty members responded to the students' requests to lead "free" seminars during the strike period. Student teachers, who were involved in field experience at the time, were given the option to terminate their activities in the schools, without punishment, or to continue until the end of the year. This decision with its "built in" conflict was left to the discretion of each student teacher. Also there seemed to be no overt coercive effort on the part of university officials to stop the strike.

Although students were assured, officially, that no reprisal would be made for taking part in the strike, it is interesting to note that only three student teachers in a group of 151 chose to terminate the activity when the college went on strike.

The Purpose of the Study

Ten years ago the educational researcher would have been safe in predicting that career decisions of young people preparing to enter teaching were determined by factors related to getting a job and becoming "successful." Today, there is reasonable basis for questioning the persistance of this attitudinal pattern. As asked above, do today's education students hold to the "traditional success" pattern or have the impinging forces of the new culture affected their career decision-making? More specifically, the purpose of this study is to examine the three following questions. (1) What general factors were considered of import to a group of student teachers when they were forced to make a career decision brought about by social unrest in America? (2) What was the rationale upon which their decisions were based? (3) What was the nature of the conflict they experienced in arriving at their decisions?

The Subjects

The subjects were in the last month of their student teaching field experience at the time of the strike, thus they were nearing the time of evaluation. Evaluation of student teaching is jointly handled by university supervisors and cooperating teachers in the schools.

One hundred-and-one of the 151 students involved in the student teaching program responded to the mailed Career Decision Questionnaire; eighty percent of the respondents were females; 92% of the respondents were student teaching at the elementary level. All but a few of the subjects were in their early twenties. Responses were anonymous.* In terms of the variables, age and sex, the respondents were considered to be representative of the

*Anonymity of responses precluded follow-up, thus, non-response bias cannot be estimated.

population (all people in the student teaching program at the time).

The Findings*

As mentioned above, the investigators were concerned with subjects' rationale for their decision to continue or discontinue student teaching activities when the SUNY at Fredonia strike went into effect. Detailed tabular data are reported in Appendix A.

Factors Considered in Making the Decision. Approximately one-third of the responses indicated that students were concerned about fulfilling their responsibilities to the college, the cooperating schools and themselves. The following quotations summarize the feelings of obligation to fulfill various expectations.

> I felt I had an obligation to the school and teacher and should fulfill it.
>
> I believe my role as a student teacher meant fulfilling every possible responsibility which a teacher would undergo. This would immediately indicate the first and foremost to your students. All other matters are secondary and when confronted with the decision there was no need for deliberation...
>
> I was in the middle of a unit, plus I had other projects going on which I felt I worked too hard on to let them go unfinished. I was beginning to achieve success with some of my children who were previously unreachable. This meant too much to me to give up--no matter what the issue was.
>
> Responsibility!

Over 25% of the responses showed very cogently a perception of coercion to continue the student teaching activity. This "pressure" was applied from

---

*Inasmuch as item responses do not in all instances equate with the number of respondents, percents are based on frequencies of responses to the various categories.

both the cooperating school and the college. These quotes represent student teachers' feelings with regard to perceived coercion.

> Although I chose to complete the responsibilities of a student teacher, we were just that---students. If a person wanted to return to college because he thought the talks would help him, he should have been allowed to do so. However, some student teachers are pressured by cooperating teachers, supervisors, and building principals to remain in their student teaching situations. In my opinion, this was totally unfair, if a person was trying to make a truly responsible decision. Even though the college guaranteed a student would not be penalized, he already was being penalized by not being able to make his <u>own</u> decision. Furthermore, I am sure that some student teachers who wanted to return to campus would have been penalized in their grades if they had done so. If a situation such as this arises again, I feel the college should make sure that student teachers are not pressured (by outside forces) in making their own decisions. One way to do this would be to put student teaching on a pass/fail basis. Then I feel students would be able to make a truly honest and responsible decision of their own, <u>without</u> outside pressures.

> I felt very upset at the principal's lack of tact and professionalism in such a matter of personal concern. She obviously is not the kind of person I could or would ever work for--and I feel sorry for the people she dictates. She threatened to write a letter and put it in my folder to affect prospective jobs if I did not continue.

> The administration thought it necessary to <u>LECTURE</u> the student teachers in the school and <u>REMIND</u> us of our responsibility. It....pointed out to me how much integrity and responsibility a future employer might consider me to have. I will admit that this incident will have influence with possible dealings I may have at a future date.

> ...my supervisor was extremely prejudiced against the students who wanted to strike and would have held it against anyone who terminated their student teaching. I felt he was wrong, even though I did not go along with all the student decisions.

More than fifteen percent of the responses centered around the subjects' need to continue their student teaching activities for the purpose of <u>personal growth</u>. These quotes are typical of the comments.

> I enjoyed student teaching and the situation I was in and thought all the experience I could get would help me.

My student teaching experience was too interesting and valuable a personal experience to leave early.

I wanted to gain as much as possible from my student teaching and terminating it would not have accomplished this.

My student teaching was for my benefit...also...the experience...was important for it brought all concepts together and I played the role of teacher.

Ten percent of the response indicated lack of support for the strike, per se. Comments were usually qualified as is evident by these quotations.

Would the strike bring about meaningful meetings and discussions or just extra time to goof off?

Although I believe the ideas behind the student strike were sincere and for a worthwhile cause, I do not believe that many of the people at Fredonia who advocated this action were doing so for these unselfish reasons.

I did not sympathize with the strikers at all. A strike against the classes at college certainly is ineffective in stopping the war. Mr. Nixon doesn't care if the students go to class or not.

To strike against the college is insane anyway. I chose to be a teacher and I paid for my education which the college has given me.

I disagree with striking classes of any academic nature to "solve" problems that are in no way related to attending or teaching a class.

A number of respondents experienced conflict over the decision. These statements represent their concerns.

Although my "professional" obligation of teaching was on the line I also thought that I should support my fellow college classmates.

What meant more to me--teaching and being able to discuss my ideals or demonstrating them now--standing up for what I believe in at any cost? How much would I benefit from the activities on campus? What would the professionals of my field think and how would they judge my action?

I felt that discontinuing student teaching had no bearing on the war...I have my own personal feelings and I hate the war in Viet Nam, but striking on education won't save lives and it didn't.

Most important was whether or not my grade would be penalized if I decided to strike. Second was whether or not I could walk out and leave my cooperating teacher and students working on a project which I had begun with them. When I looked at this factor I found that each student was not just a student but was an individual whom I could not desert. Third, was whether or not striking would really accomplish anything. I felt that there were many more useful things which could be done...such as...blood donations... Factor of fourth importance was some of my roommates. They couldn't make up their own minds. They would have liked to have gone on strike if everyone in my apartment had gone. A couple had informed their cooperating teachers that since I was their only transportation to school, they would have to do what ever I did. In this way they felt that they would not be considered on strike and there would be no chance of their grades being penalized. Therefore, since I do not like to be used as an excuse by other people, I decided if they wanted to leave their student teaching assignment it would not be because of me.

I feel basically you gave us very little real choice except for the bravest, who seem willing to face the future unsure of the consequences. Students on campus did not face these consequences. I feel that student teachers should be part of the school (Fredonia) completely or be part of the public school completely. Unfortunately the bind on us now is a very frustrating business. You cannot please both.

Apparently some student teachers were able to resolve their conflicts through participation in the strike activities while maintaining their positions as student teachers. A few told how the accommodation was made.

My feelings about the strike were strongly planted on the favorable side. My cooperating teacher thought it foolish... I did, however, work on the strike after my duties in the school were fulfilled and I tried to be as active as my time would permit.

> I greatly sympathized with the strike and spent after school hours at the college and participating in the discussion. At that time I felt that was all I could put toward the effort. In a list of priorities, my student teaching came before the student strike.
>
> Although I continued to complete my student teaching, I did participate in the campus activities as much as possible.

Relative Importance of This Career Decision. Subjects were asked to indicate the importance of this decision relative to prior career decisions. Responses were somewhat evenly distributed along the continuum. There was no clear relationship between the perceived importance of this decision and other categories of responses.

People Considered In Making the Decision. In terms of total responses, the cooperating teacher was mentioned most often. Here are two contrasting accounts of relationships with cooperating teachers.

> I would like to take this opportunity to relate the importance of a student teacher's cooperating teacher, in this matter. The cooperating teacher plays an essential role in guiding a student teacher's responsibility to her profession. As in my case, Mrs. _____ demonstrated a sensibility and complete understanding to the dilemma facing me at the time. She made it a point to sit down and discuss the situation presenting her thoughts and listening to mine. In no way, did she resent the fact that I was considering the termination of teaching (which she had every right to do so). Realizing the turmoil and confusion, she then let me have the afternoon free. I took this time to consider and weigh the facts on both sides, so to speak, and proceeded to make my final decision, which I'll never forget. Essentially, my point in all this is, that the attitude of one's cooperating teacher certainly goes a long way. I just hope other "semi-professionals" will be as fortunate as I.
>
> My cooperating teacher and the principal would recommend that I received a failing grade for student teaching if I left.

Of secondary importance were the college supervisor and "my students." Referring to earlier quotations, it seems that the former was viewed in terms of sanctions and the latter in terms of responsibility. School principals and peers (other student teachers) were mentioned with third order frequency.

Satisfaction With The Decision. Response indicated two percent were not satisfied; 10% were moderately satisfied; and 88% were satisfied. The sample of comments below resulted from the request for subjects to tell the investigators why they were dissatisfied.

> I feel dissatisfied because I truly feel my grade would have seriously been affected and references to my benefit would not have been easily secured. A few days of protest would not have been worth this even if I felt a justification for college closings in protest of our war.

> I had a really terrible student teaching experience. The teacher I worked with had no discipline...I told my supervisor... and he told me I was crazy, I was imagining things. I found I had terrible headaches.... I couldn't wait to get student teaching over. I hated every minute. I thought if this is teaching, I want no part of it. When the strike came, I was relieved. I had dreams of getting out of this horrible mess. Mr. _____ said we could go, but that would be it. He would put it on our records and make sure we didn't get a job. Well, I stayed, but I wish I had not. He told me that he would fix me, so that I would never get a job teaching school. Well, he has. Not even Catholic schools would hire me. I don't know how when a classroom has progressed to this point by April, that a student teacher can be expected to step in and create miracles. The class was way beyond the point of return. All I can say is that it's too bad the student teacher has to get the shaft.

> There was no question about my decision as I knew I must stay at my student teaching situation.

> There was no decision to it.

Two respondents who indicated moderate satisfaction with their decision to continue student teaching expressed their feeling in this way:

> I was glad I was able to work the full time with the students. Both the students and I benefitted from the decision that I made. However, it was not fair that dual standards were applied toward students---one for those on campus and one for those who were student teaching. Those student teachers sympathetic with the strike should have been able to strike without feeling that such a decision would be held against them.

> Right now I'm not sure. I have the feeling that I was wrong; but due to the fact that my mind was on more important things than student teaching, college or the strike, I feel I took the best course and avoided the whole thing.

Satisfaction With Student Teaching. Subjects were asked to indicate their satisfaction with their student teaching experience. Ten percent indicated little or no satisfaction; 17% indicated moderate satisfaction; and 73% indicated that they were satisfied.

Those Who Did Not Complete Student Teaching Activities. Three student teachers terminated their student teaching activities when the college went on strike. Only one of the three, a twenty-one year old male answered the questionnaire. The factors he considered when making the decision were:

> My commitment to educate, within the framework of a unified "strike," as many people as possible, concerning the "War"--and the greater threat of bureaucracy---uncontrolled which impedes the functioning of all Americans and American Institutions.

> My "professional ethics"--all of which I feel are worthless in the face of genuine human experience and communication---they should be (professional ethics) done away with because of their superficial nature. There are more, related, considerations which are too

> numerous and too lengthy for a simple questionnaire. If you would like a personal "airing" of these and others I would be pleased to elucidate...

He listed this career decision as both the most important and of no importance. He did not explain why. With regard to those considered in making the decision, he listed the following people in order of importance:

> (1) My children who are yet unborn, (2) All other children, (3) Sir Thomas More, (4) Edward T. Hall and (5) Of course myself.

He indicated satisfactions with his student teaching experience and also with his decision to quit student teaching. In response to the question, "If you're completely dissatisfied with your past decision - why?", he responded as follows:

> Why in hell didn't you ask for "Why?" if I was completely satisfied--doesn't that make this last question rather shallow and otherwise ridiculous? In light of the "body" of the questionnaire (please don't think I'm being cynical), I truly wish I could be of more service in communicating various observations about the "strike" and my attitudes and a questionnaire of this type seems rather lacking in communicating anything of real value---except finding a number and percentage scale of students that didn't strike. But I guess it takes too much time to assemble something really meaningful.... I feel it to be an insult, of a sort, to answer a "questionnaire" on issues so deep and important...do you feel that any truth can come from a boneless gesture of communication? Do you rest your heads on questionnaire pillows---sleeping upon dehuman (good intentioned), insulators---pillows from personal realities and beliefs? Where is your nature?

According to one respondent, there were a few more student teachers who terminated their duties a few days early, after they were sure they would not be punished. This case was reported as follows:

> I'd like to add a note giving some reasons many (most) of the student teachers I spoke to gave for leaving early--you probably won't get these on your questionnaire, but I'm sure these were behind many other student teachers who decided to leave early.

-catch an early bus or flight home
-more time at home - extra 3 days off
-3 extra days up here with my girlfriend - boyfriend
-why not leave now? It won't hurt us.

Apparently, this young lady thought that many had terminated their student teaching activities early.

Summary of the Findings

On the basis of the data collected, there is little evidence that the student teachers visited in the sample acted in accordance with values of the new culture. All but three continued their student teaching duties when the college officially went on strike. The evidence tends to support the notion that the group was generally guided by occupational success motives and the punitive nature of their supervisors; thus, they behaved in a manner which tended to insure getting into the educational system.

In order of priority, the factors considered most important centered around responsibility to the school, college and career; reluctance to risk negative sanctions; personal growth aspirations; and lack of commitment to the strike. There was no definite trend which showed this career decision to be more or less important than others they had made.

In order of importance, subjects considered their cooperating teachers, the college supervisors, school principals and other student teachers, in arriving at their decisions. Most subjects were satisfied with their student teaching experience; also, most were generally satisfied with the decision they made. Yet, many qualified their responses with details of their own unique situations.

Most student teachers did not indicate conflict from having to choose between continuing or discontinuing student teaching. However, discontent was precipitated by the "pressure" tactics employed by the schools and the college to insure that these "students" fulfill the expectations to complete their field experience "obligations." Many subjects seemed to be irked because they felt they were not given freedom of decision-making, thus they perceived they were not treated in a professional manner by the "professionals."

The respondent who did not complete his field experience tended to view the situation in terms of broader social issues rather than the immediate need for fulfilling expectations which promised occupational success. He also questioned the validity of this investigation on the basis of its impersonality.

Conclusions

Ostensibly the conflict faced by the student teachers in the strike situation was whether or not they should fulfill expectations of college supervisors and cooperating school officials or participate in strike activities at the college campus. Apparently the subjects felt responsible to the school, the college and themselves for fulfilling the obligation to complete the student teaching assignment. Uncertainty concerning the severity of the negative sanctions also tended to cause them to feel that it was necessary to continue. In addition, most subjects did not believe the strike would have a great impact on solving

the social issues being contested on campus.

The data support the previous findings by Charters when he suggests that teachers tend to be those people who are relatively uninvolved in the political structure. Although some students were intense about their political beliefs, the findings here indicate that the population examined (mostly elementary student teachers) tended to reflect a less reactionary position on the war issue. It is clear that the sample of future teachers investigated in this study was oriented toward job security and opposed to any actions which jeopardize this security, much like those who now comprise the teaching group in America.

The Implications for Student Teaching

Considering some of the dynamics of the present educational scene, e.g., the increasing supply of teachers, it is eminent that public schools may become more involved in teacher training programs, even to the extent that some may forcefully influence colleges of education to produce the type of teacher they consider "desirable." And what is desirable usually centers around interpretations of professionalism.

This study has brought to light some basic philosophical questions to which institutions of teacher preparation and public schools must address themselves. For example, is there a greater responsibility than the professional responsibility that one owes to a school system or a class of pupils? To what extent should an individual who is not quite considered a professional be punished for a value-centered decision which affects his own personal

integrity? What is professional responsibility? Where and in what ways are we encouraging and supporting our students to live by making decisions that do not offend <u>their</u> personal integrity? How much compromise must be made until personhood has been co-opted or lost? These questions extend beyond student teaching; they affect other professional courses, staff relations and the total undergraduate program.

Unless educators at the college and public school levels come to grips with these questions, it is possible that student teaching may become a "battle-ground" over the personal rights of student teachers on one hand and the system-imposed definition of professionalism on the other. It is essential that arrangements be made for public school officials, college personnel, and student teachers to communicate and explicate the resolution of problems arising from differing philosophical positions. This communication must result in acceptable guidelines for professional behavior.

This study shows that the "system" is not very receptive to the neophyte who wants to take an unpopular position based on his values. There seems to be little room in the profession for people who want to act on a value system different from generally held interpretations of professionalism.

Inasmuch as student teaching takes place in the school setting it is not surprising that student teachers were "guided" by those who were concerned with maintenance of the school programs. It was a bit surprising, however, that those beliefs were reinforced so thoroughly by some college supervisors. When student teachers' actions are construed within this context then one can understand the

frustrations they felt in making a decision that had to be consistent with the beliefs of their supervisors and cooperating teachers.

It is also noteworthy that many student teachers did not feel that the strike would have a great impact on solving the war issue and therefore could see no reason to strike. This feeling is not unique to student teachers. It only punctuates the helplessness that many people feel when the Federal Government or some other beauracracy has made an unpopular decision.

Recommendations for Resolving the Role Conflict of Student Teachers

The following recommendations are ordered by priority. These alternatives are:

1. The establishment of a student teaching committee comprised of students, cooperating teachers and college personnel for the purpose of developing and explicating policies which reflect interests, concerns and views of all participants in the student teaching program.

2. The development of an internship program where a contractual agreement exists between the intern and school system; where a student's responsibility is solely to the public school system.

3. The creation of a contractual agreement between the public school and the student teacher which clearly specifies individual responsibilities.

4. The continuing of present arrangements where student teachers encounter role conflict as a learning experience; where role conflict is a part of the reality of teaching; where role conflict is viewed as an excellent opportunity to make decisions.

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2. Robert E. Lane and Michael Lerner, "Why Hard-Hats Hate Hairs," Psychology Today, Vol. 4, No. 6, November, 1970, p. 46.

3. Charters, Op. Cit.

4. Philip E. Slater, "Cultures in Collision," Psychology Today, Vol. 4, No. 2, July, 1970, p. 31.

APPENDIX A
Tabular Data

TABLE 1

FACTORS CONSIDERED IN MAKING THE DECISION

Category	Most Important		Second In Importance		Third In Importance		Total	
	f*	%**	f	%	f	%	f	%
Responsibility to fulfill student teaching responsibilities	42	43	31	35	15	22	88	35
Negative Sanctions	29	30	20	24	16	25	65	26
Personal Growth	14	14	18	20	9	13	41	16
Did not believe in the strike	6	6	10	11	11	16	27	11
Ambivalent over whether to strike or keep working	2	2	2	2	12	18	16	6
Uninformed about the situation on campus	5	5	2	2	1	1	8	3
Other: Should support Nixon; Peers were continuing; Inconvenient to strike; Saw no relationship between student teaching and the strike; My parents' attitudes	0	0	6	6	3	5	9	3
Total	98	100	89	100	67	100	254	100

*f = frequency of response (same for all tables)
**% = percent of frequency of response to each category (same for all tables)

APPENDIX A (continued)

TABLE 2

PEOPLE CONSIDERED - IN ORDER OF IMPORTANCE

Person/Position	Most Important		Second In Importance		Third In Importance		Fourth In Importance		Total	
	f	%	f	%	f	%	f	%	f	%
Coop. Teacher(s)	22	24	39	48	15	23	4	10	80	28
Coll. Supervisor	5	5	6	7	13	19	14	34	38	13
School Principal	4	4	10	12	5	7	1	2	20	7
My Students	18	20	9	11	10	14	1	2	38	13
My Self	38	42	7	9	13	19	6	15	64	23
My Peers	2	2	7	9	4	6	6	15	19	7
Men in Viet Nam	0	0	0	0	1	1	0	0	1	.3
My Family	1	1	2	2	6	9	6	15	15	5
Future Employers	1	1	2	2	1	1	1	2	5	2
Children Yet Unborn	1	1	0	0	0	0	0	0	1	.3
Nixon	0	0	0	0	0	0	2	5	2	1
Students at Kent State	0	0	0	0	1	1	0	0	1	.3
Total	92	100	82	100	69	100	41	100	284	100

APPENDIX A (continued)

TABLE 3

RELATIVE IMPORTANCE OF THIS CAREER DECISION*

Of Little or No Importance		Of Medium Importance		Of Utmost Importance		Total	
f	%	f	%	f	%	f	%
27	27	34	35	37	38	98	100

TABLE 4

SATISFACTION WITH STUDENT TEACHING

Little or No Satisfaction		Moderate Satisfaction		Satisfied		Total	
f	%	f	%	f	%	f	%
10	10	16	17	69	73	95	100

TABLE 5

SATISFACTION WITH YOUR DECISION

Little or No Satisfaction		Moderate Satisfaction		Satisfied		Total	
f	%	f	%	f	%	f	%
2	2	9	10	83	88	94	100

*For tables 3, 4, and 5, the categories were derived from a nine point scale (see questions 3, 5, and 6, in the questionnaire in Appendix B).

APPENDIX B

A CAREER DECISION QUESTIONNAIRE

Sex: M F (circle one)

Age: 20, 21, 22, 23, 24, 25, or over (circle one)

You need NOT sign this questionnaire.

Recently you were required to make a choice which may affect your professional career. That choice was whether or not to continue your student teaching obligation while the college was officially on strike. Please respond to the following questions regarding YOUR DECISION.

1. What decision did you make? (Circle A or B)
   a. I continued student teaching and fulfilled all responsibilities.
   b. I terminated my student teaching when the college went on strike.

2. What factors did you consider in making your decision?

   Factor of most importance. _____

   Factor of secondary importance._____

   Factor of third importance. _____

(If your decision was affected by more than 3 factors, please list them on the back of this page and rate them accordingly).

3. Relative to other career decisions you have made, e.g., entering college, entering the education field, etc., how important did you feel this decision to be?

Of no importance 1 2 3 4 5 6 7 8 9 The most important decision of my career.

4. In order of importance, what people did you consider in making your decision?

1._____ 3._____

2._____ 4._____

5. How satisfied with your student teaching assignment were you?

Completely dissatisfied 1 2 3 4 5 6 7 8 9 Completely satisfied

6. Are you still satisfied with your past decision? (Refer to question 1 of questionnaire).

Completely Dissatisfied 1 2 3 4 5 6 7 8 9 Completely satisfied

If you're completely dissatisfied with your past decision - why?